



Service learning in the scholarship of teaching and learning (SOTL): Projects in ENGL 1101 and Children's Literature

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Conference track: Contexts and methods: Theoretical and conceptual frameworks, research designs, and methodological issues

Format: Poster presentation

Summary

In “Service Learning in the Scholarship of Teaching and Learning: Effective Practices,” Bowen states that his “literature search uncovered a meager body of literature on service learning embedded in SOTL projects” (4). Bowen observes that “the most illuminating articles were those containing a sufficiently detailed description of the service-learning component of the course, complemented by an analysis and interpretation of data at a conceptual and theoretical level” and “the most instructive articles were those pinpointing the pedagogical practices that affected student learning in specific ways” (p. 5).

Using Bowen’s description of these articles as models, this poster considers the four themes “(1) real-world application, (2) collaboration and interaction, (3) meaning making through reflection, and (4) enhancement of course content.”

This presentation's focus will be on the nature, experiences, and outcomes of two service learning-based SOTL projects in English 1101 and Children's Literature. The presentation will provide current data on service learning in SOTL projects; best practices in the service learning components of English courses; and the nature, experiences, and outcomes of the service learning projects in Dr. Wurz's English courses. It will also share some of the students' reflections on their learning during the projects and the instructor's reflections on how the projects served as effective teaching strategies.

Attendees will be invited to consider the ways in which they might incorporate service learning in their SOTL projects (in English courses and in other disciplines) as well as the opportunities they might have to collaborate with other faculty across the disciplines in service learning/SOTL projects.

Recommendations of activities that faculty can use to ensure that service learning projects align with their course's learning outcomes and provide reciprocity for the student and community partner will be provided.

References

There were no references provided with this proposal.